

# EFFECTIVE SCHOOL FOR SOCIETY IN EDUCATION

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## Abstract

Effective school formation is not separated from the shared roles of all the school residents, ranging from principals, teachers, staff, school committees, students, parents, and other stakeholders. School is an effective school that performs its functions as a good learning place in providing quality learning services for students by demonstrating the suitability between the expected results and the results achieved.

**Keywords:** Effective School, Community Education

## INTRODUCTION

The development of education quality is one of the most important issues in order to face the globalization era. Effective school implementation is one of the exits in the effort to improve the quality of education, or in other words effective school is a process of coordinating the quality of education. Quality education not only covers student achievement academically, but also non-academic, such as Berakhlakul Karimah, independent, and improved learning passion. An effective school is a school that seeks to carry out its functions as the best learning place by providing quality learning services for students.

The effective school features of the school have a clear vision and mission and are implemented consistently, have a good environment, strong school leadership, the support of the surrounding community, the school has a design program that Clearly, teachers apply innovative gembelism strategy, continuous evaluation, school curriculum that is planned and integrated with each other.

In the perspective of the management of several dimensions and effective school indicators are related to the Learning service for the maximum students, the quality of teaching teachers, the smooth learning service, the comfort of learning room and other infrastructure, opportunities In using school facilities and services, school culture and community support.

Effective school in English comes from two words, namely effective and school. The effective meaning refers to the ability to produce something or be able to achieve goals. Effectiveness is a measure that expresses the extent to which goals or objectives (quality, quantity and time) have been achieved. Education in relation to the development and change of conduct of students. Education is closely related to the transmission or the distributor of science, attitudes, beliefs, skills and other aspects of behavior to the younger generation. Human behavior is almost entirely social, which is learned in interaction with other human beings.

Modern society has generally seen education as an important role in achieving social objectives. The public hope of education is the process of education that seeks towards the national development goals. Education should be able to develop a child's insight into the ideological, political, religious, social, cultural, and security defenses precisely and correctly, so as to bring the progress of individuals, communities, and countries to be able to achieve development National.

## **THEORETICAL STUDIES**

### **School**

Reimer in Sudarwan Danim, (2006:1) as quoted by Sagala suggests, "schools are institutions that require the full presence of certain age groups in teachers-led classrooms to study Multi-storey curriculum ". Likewise according to Nanang Fattah in Sagala presents schools "is a place where the education process is done, has a complex and dynamic system".

According to Gorton in Ahmadi and Nur (2007:162) suggests "the school is an organizational system where there are a number of people who cooperate in achieving the objectives of the school, known as instructional purposes". Meanwhile Abu Ahmadi and Nur Uhbiyati define the school is an institution with a neatly arranged organization and all its activities are deliberately planned, called the curriculum. In the English dictionary, the school is defined as building or institution for learning and teaching, and where to receive and give lessons.

In Al-Munjid as Muhaimin quoted, (2007:183-184) defines a school in Arabic that is a madrasah. Madrasah is an isim meal from the word: Darasa-yadrusu-darsan wa Durusan wadirasan which means: erased, missing the rinse, erase, make obsolete, train, study. Judging from this understanding, madrasah means a place to educate the students, as well as training their skills according to their talents, interests and abilities.

### **Effective School**

Komarariah and Triatna efficacy is the measure of the extent to which the target or purpose (quantity, quality, and time) has been achieved. Meanwhile, according to English Great Dictionary the word "school" is a

building or institute of learning and Teaching and a place to receive and give lessons. The school is the second place after the family for students to socialize with the surroundings. The school also participated actively in shaping the personality of a student because of the intensity of meetings between students and the surrounding environment.

Therefore, a school with good quality education will help the child to socialize well to the environment. Not only in terms of education that must be good, but the quality in terms of personality should also be trained well early on.

According to Komariah and Triatna "School effective is a school that performs standartinggi in academic achievement and has a goal-oriented culture, characterized by the vision formulation that is established and promoted together between School administration, faculty, and students. Schools effectively demonstrate the suitability between results achieved with the expected outcomes. "

The same thing also presented by Priansa and Somad Effective School is a school that performs high standards on academic and non academic achievement and has a culture oriented to the objectives that you want to achieve and it Characterized by the formulation of the vision set and promoted together with the school citizens consisting of principals, teachers, staff, employees, school committees, students, and other stakeholders.

### **Effective School Criteria**

According to Danim (2007:61-62), effective school criteria are encouraging activity, multi-cultural understanding, gender equality, and developing appropriately learning according to the potential standards that students have, expecting To take on the role of responsibility in learning and behavior of himself, determining meaningful feedback for students, for example for each applicable order in the school is given points for students who are violating and awarded a reward or Awards for students who are best at behaving so that there is feedback from student behaviour, creating a sense of security, mutual respect traits that are positive habits so that it can become a culture in every school, actively Involve the family in helping students.

According to Mukhtar and Iskandar (2013:190), the school traits are effectively interrelated:

1. The school has a clear vision and mission to run consistently.

2. Good school environment, and discipline and regularity among students and staff.
3. Strong headmaster leadership.
4. Appreciation for teachers and staff and outstanding students.
5. Delegation of clear Authority. Support the community around.
6. The school has a clear program design.
7. School has its own systematic focus.
8. Students are given responsibilities.
9. Teachers apply innovative learning strategies. Ongoing evaluation.
10. School curriculum that is planned and integrated by one.
11. Involve parents and communities in assisting their children's education.

### **Creating Effective School**

Sagala, (2010:14) general characteristics of open systems in education system: (1) to take energy (inputs) from the environment both internally and externally; (2) transform the available energy; (3) Provide results and benefits to the environment; (4) The system is an ongoing series of events or events; (5) The system should move against the process of entropy/destruction; (6) The system inputs are not only material things, but also the information that the transfer is selective and the reverse is a negative reversal; (7) The system is in a static state and the internal balance (homostatic) and dynamic; (8) The system moves towards the role of the more differentiation; (9) The system can achieve the same end state as the different initial conditions with unequal means of achievement.

Educational context is different from other and due to its intangible nature, education will expect results/products not merely output in a quantity, but the outcome or result is a beneficial graduate in the The process. The educational output is a focus of education endeavour, and input becomes an important input for the output, but what is far more important is how to leverage the school's inputs associated with other individuals and resources In school. This explains the position of the system components that the output has the highest level of importance. The process has an interest rate of one level lower than the output, and inputs have the interest of two lower levels of output. Aan Qomariah (2005:2).

### **Education and Human Resources**

Education programs are based on general objectives of teaching derived from three sources: society, student, and field of study. Derived from the community covering a

wide range of concepts such as forming human beings, making human development, human being personality, human responsibility, and so on.

The educational purpose, as disclosed by A. Tresna Sastrawijaya (1991), is to include the readiness of the position, skills in solving problems, use of free time builds, and so on. Because each student has a different expectation. The objectives related to the field of study can be expressed more specifically, for example in language lessons to develop proficient communication skills orally and in writing.

S. Nasution (2009) said that basically every school educates children to become a useful member of the community. However, education is often less relevant to people's lives. The curriculum is mostly centered on fields of study that are logically organized and systematic which is not real to do with daily life – the day of the students. What students learn seems to only meet the importance for the exam, not to help the totality of the students to live more effectively in society.

Ferdinand tonnies in J. DWI Narwoko and Bagong Suyanto (2007) revealed that the community is divided into two types:

1. Gemeinschaft (primary relationship)

The form of life together, among its members has a pure inner relationship of natural and eternal nature. The basis of its relationship is a real sense of love and inner unity. Found in the lives of people, villages, families and relatives.

2. The Gessellschaft (secondary relationship)

The form of life together whose members have a selfless nature relationship and in a short period of time, are mechanical. Found in agreements based on reciprocal bonds, such as relationships in a bonded work.

Besides that, the community has other differences such as society in different industrial city with the Community mining area or fishing village, the university city is different from the farm village, the shopping area is different from the area Settlement. To understand a society the things that need to be known is the value system of its power structure. And people have a value system that is different from other people. Those values are a priority, some of which are considered higher than others, and may differ according to the establishment.

### **School Relationships With Community Education**

Judging from the meaning, school and community relations have a very broad understanding, each member has a different perception, such as the teaching team is told that: "Public relations and schools are Two-way communication between the organization and the public in a reciprocal manner with the framework of supporting the functions and objectives of management by enhancing the development of cooperation and fulfillment of common interests.

E. Mulyasa (2009) said that one of the factors that caused the gap between school and community is the lack of information that is related to education in the community and the lack of strong relations between society and the government. To obtain broader support from the community need to be conducted socialization efforts aimed to introduce various things about the implementation of curriculum and its objectivity condition. It aims to attract the attention of various elements related to school management, in order to be encouraged to make efforts to improve the quality of education in schools.

If educators look at children, they will see families and communities as partners with schools in educating and developing students' education. The three parties (school, family, and community) work together to create better programs and opportunities. On the rights and obligations of parents in advancing education (national), look Dal law NO. 20 of 2003 are:

1. Parents are entitled to participate in selecting an education unit and obtaining information about the development of their child's education.
2. Parents of compulsory children are obliged to give basic education to their child. (UUR No. 20 Article 7)

Community rights and obligations in education:

1. The community has the right to participate in selecting an education unit and obtaining information about the development of its children's education (article 8).
2. The public is obliged to provide resource support in the organizing of Education (Pasal 9). (UUR No. 20 year 2005).

Community participation in education is seen in the LAW number 20 year 2003 about national education system, chapter XV, section 1, chapters 54, verses 1,2, and 3 community participation in education includes the participation of individuals, groups, families, Professional organizations, entrepreneurs, and community organisations in the implementation and quality control of education services. People can participate as sources, executor, and users of educational outcomes the provisions on the participation of the community as referred to in paragraph 1 and paragraph 2 shall be further governed by Government arrangements.

The reason for the importance of cooperation in educational development can be concluded with the cooperation of schools, families, and communities in the development of climate and school programs, providing services to families/parents (children Skills and leadership for parents, connecting families with others in the community, and helping educators in their duties.

### **Education And Community Relations**

Education needs in schools and communities have a rational bond between the two, namely: the existence of conformity between educational functions that are aligned and positive to the school with what the community needs precision targets or targets Education that is handled by the pre-school institutions will be determined by the clarity of the formulation of commitments between schools as a service with the community as the order of success of school functions as a community order services will Influenced by the objective bond between the two which are attention, appreciation, certain allowances such as funds, facilities, and other objective guarantees that provide significance for the existence and the products of the school.

Constructive school and community relationships are expected to improve the quality of school performance characterized by the increase in the quality of education processes in schools effectively, efficiently and productively in creating future graduates. A well-expected success. Quality graduates are created from a quality learning process that is able to deliver the children who have the basic competencies as a basic provision in the business world, which will continue to higher levels, living well in the community, and continue to The spirit of learning.

Teachers as educators are the most highly preferred elements of the quality of the learning process. All elements of the school should be of optimal effort in supporting a quality learning process. The process of learning quality depends on the extent to which the ideal curriculum planning/text can be applied in the real implementation in the class. Abdullah's idea, (2009:281-282).

## CONCLUSION

Effective school formation is not separated from the shared roles of all the school residents, ranging from principals, teachers, staff, school committees, students, parents, and other stakeholders. School is an effective school that performs its functions as a good learning place in providing quality learning services for students by demonstrating the suitability between the expected results and the results achieved. There needs to be a positive or cultural habit that Dijadikan sebagai the foundation in the behavior and thinking to achieve the expected outcome. Kultur is made a strong foundation on the establishment of an effective school in achieving academic and non-academic success from students. School culture that is expected to grow in an effective school is a culture that is able to provide the spirit and positive influence of students in order to love the lesson so that participants are given intrinsic encouragement to continue their spirit in The race, gender, and socio-economic status. The success of developing school culture is determined by communication and

continuously interaction by related stakeholders, thereby generating compliance, discipline, and motive of participating according to what is expected.

## ADVICE

Educators or teachers in this regard should be an example of good examples for students to implement positive values and norms at school. It is necessary for the school to print out a generation of nations that have good attitudes and are able to interact well with the surrounding environment. Here's a picture of a mindset that demonstrates linkage relationships between research variables.

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